



**Dr. Jennifer McCormick**  
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

*Working Together for Student Success*

August 21, 2019

Jeff Hauswald  
Kokomo Sch Corp: #3500  
1500 S Washington St  
Kokomo, IN 46902

Dear Jeff Hauswald,

Thank you for your recent renewal application for a 1003(g) School Improvement Grant under the ESEA. Congratulations, **Pettit Park Elementary's** renewal application was accepted and SIG funds will continue for SY 2019-2020.

In accordance with your application and available funding, you are being awarded **\$154,066.00** for the 2019-2020 school year. Funds for this grant period are available from July 1, 2019 and must be expended by September 30, 2020.

<b>Federal Program Title I</b>	School Improvement Grant
<b>Federal Agency</b>	U.S. Department of Education
<b>Pass Through Agency</b>	Indiana Department of Education
<b>CFDA Number</b>	84.377A
<b>Award Name</b>	School Improvement Grants
<b>Award Number</b>	S377A140015

The Title I §1003(g) School Improvement Grant award must be used to supplement the level of funds that, in the absence of the Title I monies, would be made available from non-federal sources for the education of the students at this school. Improvement funds must be tracked separately from all other Title I Grants. Local fiscal agents are to place improvement funds in a Title I account assigned for school improvement (this funding number must not be the same number as is used for the Title I Basic grant award). Because these are school improvement funds, districts may not combine funds into one account, and the amount awarded to each school must be spent on improvement initiatives at that particular school.

We look forward to continuing our work with your team this school year. Please feel free to contact Dwayne Marshall at [dmarshall2@doe.in.gov](mailto:dmarshall2@doe.in.gov) if you have any questions.

Sincerely,

Nathan Williamson  
Director of Title Grants and Support  
Indiana Department of Education

cc: Title I Program Administrator  
SIG Coordinator  
Principal



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**Title I -1003(g) School Improvement Grant Renewal Application SY 2019-2020**  
**Cohorts 6 - 8- Transformation Model**

**Part 1: Grantee Information**

**Instructions:** Complete school and district information below.

<b>School Corporation/ Eligible Entity</b>	Kokomo Sch Corp	<b>Corp #</b>	3500
<b>School</b>	Pettit Park Elementary	<b>School #</b>	2993
<b>Superintendent Name</b>	Dr. Jeff Hauswald	<b>Email</b>	<a href="mailto:jhauswald@kokomo.k12.in.us">jhauswald@kokomo.k12.in.us</a>
<b>Title I Administrator Name</b>	Dorothea Irwin	<b>Email</b>	<a href="mailto:dirwin@kokomo.k12.in.us">dirwin@kokomo.k12.in.us</a>
<b>Principal</b>	<b>Ms. Lyndsi Smith</b>	<b>Email</b>	<a href="mailto:lyndsismith@kokomo.k12.in.us">lyndsismith@kokomo.k12.in.us</a>
<b>Telephone</b>	765-454-7078		
<b>SY 2019-2020 Allocation</b>	\$154,066.00		



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**Part 2: Grant Award Information**

**Grant Award Timeline:**

<b>Renewal Application Release</b>	Release application and guidance to LEAs	<b>June 6, 2019</b>
<b>Application Due</b>	Renewal application must be submitted to IDOE	<b>July 8, 2019</b>
<b>Application Review</b>	Renewal applications reviewed by IDOE	<b>July 8, 2019 – August 30, 2019</b>
<b>Notification and Funds Available</b>	Renewal awards will be finalized and funds will be available <i>*any school who is asked to resubmit any piece of their application will not have access to funds until final approval is given</i>	<b>August 30, 2019</b>
<b>SY 18-19 Artifact Due</b>	Outcome Artifact from SY 18-19 will be emailed to <a href="mailto:1003g@doe.in.gov">1003g@doe.in.gov</a>	<b>June 30, 2019</b>

**Grant Award Resources:**

- USED SIG information: <http://www2.ed.gov/programs/sif/legislation.html#guidance>
- Indiana SIG Award Information: [www.doe.in.gov/sig](http://www.doe.in.gov/sig)

<b>Federal Program Title:</b>	School Improvement Grant
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**Instructions:** Please complete the table below regarding who was involved with the grant process.

Staff Members Consulted and Part of the Renewal Application Process	
Name	Title
<i>Example: Mrs. Joan Smith</i>	<i>Example: Title I Resource Teacher</i>
<b>Ms. Lyndsi Smith</b>	<b>Principal</b>
Dr. Dorothea Irwin	Assistant Superintendent
Ms. Kelly Wright	Former Principal
Erica Edgar	Academic Facilitator
Heather McAnich	Title I Interventionist
Libby Canady	Teacher
Diana Heard	Special Ed Teacher
Shanna Fuller	Teacher
Bridgett Reed	Teacher
Peggi Turner	Teacher
Natalie Wheeler	Behavior Facilitator

**Part 3: LEA and School Assurances**

**Instructions:** Certain terms and conditions are required for receiving funds under the School Improvement 1003g Grant and through the Indiana Department of Education (IDOE). Therefore, by signing the following assurances, the grantee agrees to comply with all applicable federal, state, and local laws, ordinances, rules and regulations, provisions and public policies required and all assurances in the performance of this grant as stated below.

**The LEA/Eligible Entity must provide the following assurances in its application. The LEA/Eligible Entity must be able to provide, upon request, evidence of compliance with each assurance.**

- Use its School Improvement Grant to implement fully and effectively an intervention in each Priority school that the LEA commits to serve consistent with the final requirements
- Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators and key school categories. Monitor each Priority school that an LEA serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable Priority schools that receive school improvement funds
- If an LEA implements a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements (only need to check if school is choosing RESTART model)
- Monitor and evaluate the actions a school has taken, as outlined in the approved SIG application, to recruit, select and provide oversight to external providers to ensure their quality
- Ensure that each Priority school that an LEA commits to serve receives all of the State and local funds it would receive in the absence of the school improvement funds and that those resources are aligned with the interventions
- Monitor and evaluate the actions schools have taken, as outlined in the approved SIG application, to sustain the reforms after the funding period ends and that it will provide technical assistance to schools on how they can sustain progress in the absence of SIG funding
- Collaboration with the Teacher's Union, include letters from the teachers' union with each school application indicating its agreement to fully participate in all components of the school improvement model selected (n/a for charter schools)
- Report to the SEA the school-level data required under leading indicators for the final requirements
- The LEA and School have consulted with all stakeholders regarding the LEA's intent to implement a new school improvement model.
- This application has been completed by a team consisting of a minimum of: one LEA central office staff, the building principal, at least two building staff members.
- Establish and maintain fiscal control and fund accounting procedures, as set forth in 34 CFR Part 7 and in applicable federal and state laws and regulations.
- The Title I School Improvement funds will be used only to supplement and not supplant federal, state and local funds a school would otherwise receive.

- Prior written approval must be received from the Indiana Department of Education before implementing any project changes with respect to the purposes for which the proposed funds are awarded.
- Retain all records of the financial transactions and accounts relating to the proposed project for a period of three years after termination of the grant agreement and shall make such records available for inspection and audit as necessary.
- Provide ongoing technical assistance to schools identified for Title I School Improvement as they develop or revise their school improvement plan, and throughout the implementation of that plan.
- Coordinate the technical assistance that is provided to schools in Title I School Improvement. Assistance to schools may be provided by district staff or external consultants with experience and expertise in helping schools improve academic achievement.
- Expenditures contained in this Title I School Improvement Application accurately reflect the school improvement plan(s).
- Assist the school in analyzing results from the state assessment system and other relevant examples of student work. Technical assistance will be provided to school staff to enable them to use data to identify and solve problems in curriculum and instruction, to strengthen parental involvement and professional development, and to fulfill other responsibilities that are defined in the school improvement plan.
- The district will help the school choose and sustain effective instructional strategies and methods and ensure that the school staff receives high quality professional development relevant to the implementation of instructional strategies. The chosen strategies must be grounded in scientifically based research and address the specific instruction or other issues, such as attendance or graduation rate, that caused the school to be identified for school improvement.
- The Indiana Department of Education may, as they deem necessary, supervise, evaluate, and provide guidance and direction to the district and school in the management of the activities performed under this plan.
- The schools and district shall adhere to Indiana Department of Education reporting and evaluation requirements in a timely and accurate manner.

**By signing below, the LEA agrees to all assurances above and certifies the following:**

- The information in this application is, to the best of my knowledge, true. The agency named here has authorized me, as its representative, to file this application and all amendments, and as such action is recorded in the minutes of the agency's meeting date.
- I have reviewed the assurances and the LEA understands and will comply with all applicable assurances for federal funds.
- I will participate in all Title I data reporting, monitoring, and evaluation activities as requested or required by the United States Department of Education, the Indiana Department of Education (IDOE), and Indiana Code, including on-site and desktop monitoring conducted by the IDOE, required audits by the state board of accounts, annual reports, and final expenditure reporting for the use of sub grant funds.




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- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term “principal” for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State’s request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	<a href="#">Click here to enter a date.</a>
Title I Administrator Signature:		Date:	<a href="#">Click here to enter a date.</a>
Principal Signature		Date:	7/8/2019

**Part 4: Achievement and Leading Indicators SY 18-19**

SIG Achievement and Leading Indicators											
Achievement Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
Percent of students proficient on ISTEP (Both ELA and Math) (3-8)	17.7%		17.7%	35%	12%	40%	16.9%	50%		60%	
Percent of students proficient on ISTEP (ELA) (3-8)	28.1%		28.1%	40%	20%	45%	23.4%	55%		65%	
Percent of students proficient on ISTEP (Math) (3-8)	24.8%		24.8%	40%	22%	45%	30.4%	55%		60%	
Percent of students proficient on IREAD (Spring Test Only) (3)- Elementary only	50%		50%	55%	40%	60%	61.8%	65%	<b>52.8%</b>	70%	
Leading Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
1. Number of minutes in the School Yr. students are required to attend school	71,100		71,100	71,100	71,100	71,100	71,000	71,100	<b>71,000</b>	71,100	
2. Number of daily minutes of math instruction	60		60	60	60	70	70	75	<b>75</b>	85	
3. Number of daily minutes of ELA instruction	120		120	120	120	130	130	140	<b>140</b>	150	
4. Student attendance rate (must be % between 0 and 100)	95.2%		95.2%	95.5%	95.3%	95.5%	94.63%	95.7%	<b>93.93%</b>	96%	

Leading Indicators	Baseline SY 20-- - 20--*	SY 2015-2016		SY 2016-2017		SY 2017-2018		SY 2018-2019		SY 2019-2020	
		GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL	GOAL	ACTUAL
5. Truants – number of (unduplicated) students who have received truancy letters or action, enter as a whole number	0		0	0	0	0	0	0	0		
6. Expanded Learning Time (total number of hours offered)	NA		NA	NA	NA	300	327.25	325	339	325	
7. Number of discipline referrals	240		240	220	546	200	346	180	293	160	
8. Discipline incidents – number of suspensions and/or expulsion	SUS – 10 EXP – 0		SUS – 10 EXP – 0	SUS – 6 EXP – 0	SUS – 13 EXP – 0	SUS – 10 EXP – 0	SUS – 16 OSS – 0	SUS – 6 EXP – 0	SUS – 17 EXP – 2	SUS – 4 EXP – 0	
9. Distribution of teacher performance level on LEA's teacher evaluation system	IN--0 IMP--13 EFF--11 HEFF--6		IN--0 IMP--13 EFF--11 HEFF--6	IN--0 IMP--0 EFF--12 HEFF--8	IN--2 IMP--1 EFF--8 HEFF--9	IN--0 IMP--0 EFF--12 HEFF--8	IN--0 IMP--0 EFF--8 HEFF--8	IN--0 IMP--0 EFF--11 HEFF--9	IN-- IMP-- EFF-- HEFF--	IN--0 IMP--0 EFF--10 HEFF--10	IN-- IMP-- EFF-- HEFF--
10. Teacher attendance rate (must be a % between 0 and 100)	94.1%		94.1%	95%	95.6%	95.5%	96.02%	96%	93.48%	96.5%	
11. Teacher retention rate (must be a % between 0 and 100)	65%		65%	80%	98%	90%	86.89%	92%	89%	93%	

**\*Baseline SY:** Please enter data from the school year prior to your first full year of implementation. Proceed to enter data from subsequent years following your baseline year to present. *I.e. If SY 16-17 was your first full year of implementation, please enter SY15-16 data in the Baseline column. Proceed to enter data for years SY 16–17 to present.*

**Part 5: Analysis and Outcomes**

**Instructions: SIOT Activity:** (Strengths, Improvements, Opportunities, and Threats)

- List school's primary strengths and weaknesses from SY 18-19—forces or barriers working for and against SIG implementation or school's mission
- List school's key opportunities and threats from SY 18-19—political, economic, social, technological, demographic, or legal trends that are or may impact school's ability to achieve SIG implementation or school's mission.
- What are the projected outcomes for SY 19-20 after completing the SIOT Analysis? Are there any opportunities we can take advantage of because of a strength? Are there any threats compounded by a weakness?

**SIOT Analysis  
(Pettit Park Elementary)**

**Strengths:**

- 2018-19 has grown as a staff in the area of curriculum refinement--PD has been provided for teachers in how to building curriculum with priority standards, key vocabulary, knows/dos, activities to support all learners, SEL and employability skills, assessments, and scales to record progress.
- The building has continued to focus on math instruction with support for our Eureka Math from our building and SIG coaches, as well as online PD sources.
- The building has focused on Reading by investing several PD times to the components of reading workshop within our 90 minute blocks. This led to more focused literacy walk-throughs and then personalized PD for teachers. With the support of our build coaches, teachers are learning new or refining older instructional practices with Reading.
- This year were able to fill our open position for Academic and Behavior Facilitator. This person has been a great asset to our building and has focused on coaching teachers in the areas of classroom management, PBIS, Boys Town, and other behavior strategies. We have restructured our Sensory Room and created a new Success Room to support students more proactively with social skills groups, breaks, mindfulness practices, and other supports. Success Room also gives students who are struggle a safe place to reset while getting teacher and para support with behavior and academics.

**Areas of Improvement:**

- We are continuing to look at our instructional practices across the board. While there is a lot of great teaching and learning happening, we do not have consistency across the building yet.
- We are looking at ways to restructure our building coaches and designate more time for true coaching cycles
- We continue to struggle to keep our attendance rate up. We implemented several new incentives for positive attendance this year, and continued to follow our procedures for students with high absenteeism, but we are still struggling. We are looking at other ways to reach and support parents.
- We are looking for more ways to get parents in the door. Those who attended are Parent Academies reported getting a lot from it and loving the support---however, our numbers were low and we know we have a need to reach more families.
- Our student continue to be impacted by trauma and living in under chronic stress. We have implemented many new mindfulness practices and SEL support this year, but we recognize that the needs is even greater. We are looking for more ways to support our students but also our teachers who deal with the effects of secondary trauma.

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• The first project of our major renovation is nearly complete. We were able to move into a new cafeteria and gym space in mid-fall. In January we moved into a new office area and preschool wing. These areas have been great for giving us much needed space to spread out. It also allowed us to reopen our Makerspace Room. All students now attend this weekly as a part of their library/media time.</li><li>• We have continued to meet and collaborate consistently as a staff and as grade level teams. First semester teacher met one day a week for Data PLCs, one day for Professional Development, and one day for grade level collaboration on units. Plans, and resources. 2nd semester, we changed format a bit to allow for more meaningful PLC conversations around data and specific student needs. We have also partnered with Teach Plus this year to really focus on our PLC. So far this has included PD for administration, but a summer PD day is planned for teachers. A new PLC cycle will be in place next year.</li><li>• As a building we have continued to work on our culture and collaboration. We have re-established our vision, mission, and norms. We have worked on accountability and more support for teachers related to our building initiatives. We have brought back our ROCKS (Respectful, On time/on task, Cooperative, Kind, and Safe) celebrations and honored student academic and behavioral success in many ways this year including: IREADY leaderboard, ROCKS board with pictures, positive office referrals, positive calls home, and several weekly and monthly celebrations for top classrooms, individuals, and groups.</li><li>• 13 staff members attended the Model Schools Conference last summer and did a book study together on The Wild Card. This inspired several Classroom Transformations and more project based learning opportunities this year.</li><li>• We have had many great PD opportunities this year from outside consultants. We have grown and strengthen our partnership with EES and they have supported us in Saturday PDs, morning PDs, principal mentorships, leadership development, walk-throughs with feedback, and aligning the efforts of our SIG and Transformation Zone plan.</li></ul> | <ul style="list-style-type: none"><li>• We still have a lot of growth needed in the area of our PLC and consistent true collaboration among staff.</li><li>• Continuing on with training for veteran staff, while supporting new staff, continues to be a struggle. With the implementation of the TZ this year, we have been a part of lots of meaningful PD---we recognize that new staff coming on board next year will not have had this. We need to look our time and resources to see how to make this happen.</li><li>• Continued support with PBIS and Boys town is needed for more consistency across the building.</li></ul> |
|--|--|

- Our part-time parent liaison has continued with SIG this year and really focus on our parent education piece. She became in trained in Common Sense Parenting over the summer and has led monthly Parent Academy workshops, as well as parent book studies this year.

**Opportunities:**

- As we continue on with our SIG, we also are now a part of a Transformation Zone. The TZ offers amazing opportunities to our students, staff, families, and entire community.
- As our core knowledge of curriculum, data, instruction, and student supports grow, we will have the opportunity to really show growth.
- We have made a lot of progress this year in our focus areas, each of these is an opportunity to keep moving forward.

**Threats:**

- Outside factors we do not control with legislation, new ILEARN assessment, new formula for school letter grades, etc.
- Maintaining positive teacher energy and morale. Teachers are already working very hard, we need to look at things to drop off their plates as we continue to add more new and innovative practices.

**Projected Outcomes for SY 19-20**

- Begin next school year with a solid curriculum in place based on the work we did this year.
- Dive more deeply into our data from Iready, Kickboard, and classroom assessment to ensure our instruction and support are truly aligned to our students' needs.
- Develop a stronger PLC culture of collaboration
- Grow area of leadership---both for administrative leader and our teacher leaders.
- Increase our rigor and engagement in the classroom with consistent use of high impact instructional strategies.
- Continue focus on strategies to support the social emotional needs of our students with mindfulness, movement, and trauma supports.
- Consistency of data related to behaviors and alignment with strategies for positive and proactive supports.

**Part 6: SIG Implementation SY 2019-2020**

**Instructions:** IDOE has aligned the renewal application with Transformation principles and required/recommended interventions in column one below as Focus Areas. Please complete the entire table and align your SY19-20 action steps.

<u>Focus Areas</u>	<u>Action Steps and Person(s) Responsible</u>	<u>Timeline</u>	<u>Budgeted Items</u>	<u>Measurable Outcomes</u>
<i>SAMPLE: Increase learning time</i>	<i>SAMPLE: Meadows School will provide before and after school opportunities for all students to help increase student achievement called, Crunch Time. Person Responsible: Ms. Smith, Title I Interventionist</i>	<i>SAMPLE: Multiple Phases (Multiple Quarters)</i>	<i>SAMPLE: \$5,000 - Stipends</i>	<i>SAMPLE: The Crunch Time program will be tracked using a google spreadsheet to document what before/after school program students attended. This data will be compared to student achievement data.</i>
Develop School Leadership Effectiveness	<p>Action A: 20 days of onsite visits with external provider, Equitable Education Solutions (EES) to include: 4 days of progress monitoring of plan and consultation focused on goals for a data-driven culture, implementation of high-impact strategies, and development and use of formative assessments. (Principal)</p> <p>Action B: The principal mentor will meet with the principal on two days throughout the school year to provide coaching and support focused on increasing leadership capacity. (Principal)</p> <p>Action C: External Evaluator will meet with the leadership team and visits classrooms during the school year and conduct surveys at the end of the year to produce an end-of-year report on the progress of implementation of SIG. (Principal)</p>	Multiple Phases (Multiple Quarters)	<p>Action A: \$35,000 (20 days with EES)</p> <p>Action B: \$6,000 (Principal Mentor)</p> <p>Action C: \$6,000 External Evaluator</p>	<p>Action A: The Principal and EES meet to plan and review implementation of Instructional Practices. Other Leadership Team members will also be involved in many of the planning sessions.</p> <p>Actions B &amp; C: The principal meets with the principal Mentor and External Evaluator. The principal keeps notes based on all meetings. The external evaluator produces an end-of-year report about the school's implementation.</p>

Develop Teacher Effectiveness	<p>Action D: Partnership with Teach Plus to provide training to teachers regarding PLC implementation (Principal)</p> <p>Action E: Two part-time, math instructional coaches will provide ongoing, embedded development through modeling, data collection/review, and non-evaluative observations. (Principal)</p> <p>Action F: Continuation of an evaluation system that allows valid and reliable measures to assess student growth in addition to state assessments. (Principal)</p>	Multiple Phases (Multiple Quarters)	<p>Action D: \$6,700 Teach Plus PLC/teacher leadership training</p> <p>Action E: \$24,000/\$6,000 salary and benefits for math instructional coaches</p> <p>Action F: \$0</p>	<p>Actions D-F: There is evidence for improving teacher effectiveness through PLC meeting notes and agendas, data reports, and walkthroughs for implementation of instructional strategies, and teacher effectiveness ratings.</p> <p>Measurement of coaching impact includes teacher surveys and formative assessment data. Coaches keep a running record of coaching and observations throughout the year.</p>
Implement Comprehensive Instructional Reform Strategies	<p>Action G: Intervention paras will provide additional support to students who need additional support within classrooms (Principal)</p> <p>Action H: Supplemental materials for whole group and small group classroom instruction, such as math manipulatives to support Eureka implementation. (Principal, Instructional Coach)</p>	Multiple Phases (Multiple Quarters)	<p>Action G: \$36,000/\$17,000 salary and benefits for intervention paras (up to three; final schedule TBD)</p> <p>Action H: \$5,366 supplemental instructional materials</p>	Actions G-H: Teachers track the academic performance of students who receive additional time and support from the intervention teachers.

Increase Learning Time	Action I: Pettit Park Elementary provides all students an extended day and school year, funded through the Kokomo Transformation Zone (Principal, TZ Director)	Multiple Phases (Multiple Quarters)	Action I: \$0	Action I: There will be increases in benchmark data throughout the school year due to extended time for all students and in both proficiency and growth on the spring 2020 ILEARN assessment.
Create Community-Oriented Schools	Action J: A parent liaison will support and empower families and staff to become stronger partners in education. The parent liaison will provide our school families with opportunities and options to engage in their child's education. Parent Liaison will plan/ host Parent Meetings, including two sessions per semester (Principal)	Multiple Phases (Multiple Quarters)	Action J: \$9,600/ \$2,400 salary and benefits for parent liaison	Action J: There will be an increase in the number of parents who attend at least one school-sponsored event from the prior year.  The parent liaison and principal track parent attendance for all events for trends, patterns, and increases.
Provide Operational Flexibility	Action K: Principal recommendation for open staff positions, create master schedule with time for intervention and meet regularly with LEA and/or leadership team to review financial records and monitor the expenditures as outlined in the grant (Principal)	Phase Five (Summer Session)	Actions K: \$0	Action K: Principal will report perceived flexibility throughout the school year and during an end-of-year survey.
Sustain Support	Action L: Quarterly meetings are scheduled to review all SIG initiatives and the progress of implementation as well as results/impact. (Principal)	Multiple Phases (Multiple Quarters)	Action L: \$0	Actions L: A calendar and reporting system will track each progress check and identify actions steps.



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**Part 7: Outcome Artifact**

**Instructions:** Schools will be required to produce a tangible “outcome” piece to be shared with IDOE and to be published on the IDOE website as resources for other schools. This “outcome” piece will serve as the culminating piece of the yearly grant, as well as a piece of monitoring. Possible “Outcome Artifacts could include: mini-lesson video, recording of students working on an activity, WebEx, How-To One-Pager, Blog, Podcast. Outcome Artifacts” should be linked to goals of your SIG grant, as well as one of the following areas: Leadership, Effective Instruction, or Interventions/Data.

*Briefly describe what the school will plan to submit as an “Outcome Artifact” for SY 2019-2020 and how this will be aligned to your grant and the key area.*

Pettit Park Elementary students will create an end-of-year document or video that highlights the work our school during the 2019-2020 school year.

**Part 8: Budget SY 2019-2020**

**Instructions:** The budget will be completed in a separate Excel workbook for SY 2019-2020, and must include any changes from the original budget submission. Once approved by IDOE, will serve as the operating budget for the duration of the school year, unless otherwise amended and approved by IDOE.






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- By submitting this application the LEA certifies that neither it nor its principals nor any of its subcontractors are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. The term "principal" for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the LEA.

The LEA has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The LEA shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application.

Superintendent Signature:		Date:	7/8/2019
Title I Administrator Signature:		Date:	7/8/2019
Principal Signature		Date:	7/8/2019

## SIG 1003g Budget SY 2019-2020

### Complete the budget below:

Object Code		110	120	211-290	211-290	311-319	440	510-593	611-689	710-748	910	
Account Number	Expenditure Account	Salary		Benefits		Professional Services	Rentals	Other Purchase	General Supplies	Property	Transfer	Line Totals
		Cert	Noncert	Cert	Non Cert							
11000	Instruction	\$ -	\$ 36,000.00	\$ -	\$ 17,000.00	\$ -	\$ -	\$ -	\$ 5,366.00	\$ -	\$ -	\$ 58,366.00
21000	Support Services - Student	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
22100	Improvement of Instruction (Professional Development)	\$ 24,000.00	\$ -	\$ 6,000.00	\$ -	\$53,700.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 83,700.00
22900	Other Support Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
25191	Refund of Revenue											\$ -
26000	Operation & Maintenance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
27000	Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
33000	Community Service Operations	\$ -	\$ 9,600.00	\$ -	\$ 2,400.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 12,000.00
60100	Transfers (interfund)											\$ -
	Column Totals	\$ 24,000.00	\$45,600.00	\$ 6,000.00	\$ 19,400.00	\$53,700.00	\$ -	\$ -	\$ 5,366.00	\$ -	\$ -	\$ 154,066.00
Indirect Cost Rate %:		2.11	Subtract the amount above \$25,000 (per individual contracted service) from your total budget:									\$ (10,000.00)
Total after deducting Property:												\$ 144,066.00
Total Available for Indirect Costs:												\$ 3,039.79
Amount of Indirect Cost to be used:												\$ -
Grand Total After Indirect Cost:												\$154,066.00

### Budget Narrative

DIRECTIONS: Provide a narrative below on how funding is allocated. E.g. Other Purchase Services: \$1,500-- PD for mentor teachers to attend New Tech training; \$4,000 -- administration team attending NASTID conference

Supplies	Property: Equipment/ Technology
Instructional manipulatives and supplemental resources (\$5,366)	
Professional Services	Other Purchase Services (travel, communication)
Equitable Education Solutions (\$35,000); Principal Mentor (\$6,000); External Evaluator (\$6,000)	

### SIG Staffing

#### Instructions: Complete the SIG Staffing information below

Staff Name	Staff Position	Cert/ Non-Certified.	FTE:	Stipend: Y/N	Split Funded: Y/N	Additional Funding Source	Position Description
Maple	Instructional Coach	Cert.	0.5	N	N	NA	Provide support to teachers
Tarkington	Instructional Coach	Cert.	0.5	N	N	NA	Provide support to teachers
TBD	Paraprofessional	Non Cert.	1	N	N	NA	Provide small group support for students
TBD	Paraprofessional	Non Cert.	1	N	N	NA	Provide small group support for students
TBD	Paraprofessional	Non Cert.	1	N	N	NA	Provide small group support for students
Wentzel	Parent Liasion	Non Cert.	1	Y	N	NA	Support and empower parents
